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ABSTRACT

Lindvall's observation system has been designed to assess elementary school students' behaviors in an Individually Prescribed Instruction (IPI) project. It measures the self-directiveness of the student by determining how pupils use their classroom time when they are not actively being guided by a teacher. The system focuses on student behaviors, and student interactions with peers and instructional materials, as opposed to student-teacher interaction. The coder surveys the entire classroom every two minutes for each listed activity; thus, after two minutes, each pupil will have been coded as performing one of these activities. Ten two-minute coding periods are obtained for each lesson. Five activity categories are included: (1) independent work--14 categories; (2) teacher-pupil work--three categories; (3) non-instructional use of pupil time--eight categories; (4) pupil-pupil activity--two categories; and (5) group activity--nine categories. This document also contains a description of IPI program components and instruction for coding and summarizing results. (GDC)

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# STUDENT OBSERVATIONAL FORM

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The Lindvall system is an example of the creation of an observation system designed to help assess the behaviors in a new experimental project. This project, Individually Prescribed Instruction, changes the structure of the elementary school primarily by means of utilizing self-instructional materials and accompanying teaching and support staff strategies. The system was designed to reflect an interest in measuring the self-directiveness of the pupil by determining how pupils are using their classroom time when not actively being guided by a teacher.

This system is an unusual type of classroom observation system in that the pupil's behaviors are the primary target, and the pupil's interactions with materials and with other pupils are as much the focus as are his interactions with his teacher.

This system is used by having the coder survey the entire class of pupils every two minutes for every activity listed in the system. Thus, at the end of the two-minute period, each pupil will have been coded as performing one of the activities on the schedule. Ten two-minute coding periods are obtained for each lesson.

# STUDENT OBSERVATIONAL FORM

## SUBJECT OF OBSERVATION

- Teacher and Pupils
- Teacher Only
- ● Pupil Only
- Small Groups
- Family Dyads
- Counselor or Therapist with Patient
- Administrators/Supervisors and Supervisees

## SETTINGS IN WHICH USED

- Classroom, any content
- ● Classroom, for specific subject [a]
- Commercial or Industrial
- Counseling or Therapy
- Group Dynamics
- Other

[a] *Individually Prescribed Instruction (Individualized Learning)*

## NUMBER OF SUBJECTS OBSERVED

- 1 Only
- Dyad
- More Than 2 People But Not Classroom Setting
- More Than 2 People in Classroom Setting
- ● Point-Time Sample

## CODING UNITS

- Category Change
- Time Unit
- Topic or Content Change
- Speaker Change
- ● Time Sample
- Other

## COLLECTION METHODS REPORTED

- ● Live *(no special equipment needed)*
- Live *(special coding equipment needed)*
- Video and/or Audio Tape Required

## COLLECTING AND CODING PERSONNEL NEEDED

- ● One Person Only
- Team of Two
- ? Teams of Two

## CATEGORY DIMENSIONS OF THE SYSTEM

- Affective
- Cognitive
- Procedure or Routine
- ● Physical Environment *(material, equipment, etc.)*
- Psychomotor *(body movement)*
- ● Activity *(doing something)*
- ● Sociological Structure *(role, who to whom, etc.)*
- Other

## USES REPORTED BY AUTHOR

- ● Research
- Training
- Evaluation

CATEGORIES FOR

STUDENT OBSERVATIONAL FORM

INDIVIDUALLY PRESCRIBED INSTRUCTION

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I. Independent Work

A. The student is reading independently
B. The student is working independently on a work sheet
C. The student is individually listening to a tape recorder
D. The student is independently viewing a film strip
E. The student is independently checking his work
F. The student is working with a language master
G. The student is working with a disc-phonograph
H. The student is using programmed material
I. The pupil corrects a test (makes corrections)
J. The pupil takes an individual test
K. The pupil corrects a study exercise
L. The pupil works with supplemental reading material
M. The pupil makes corrections on test
N. Miscellaneous

II. Teacher-Pupil Work

A. The pupil seeks assistance from the teacher
B. The pupil receives assistance from the teacher
C. The pupil discusses his progress with a teacher

III. Non-Instructional Use of Pupil Time

A. Pupil spends time at desk not working
B. Pupil waits for teacher or clerk to provide lesson materials for him
C. Pupil waits for prescription
D. Pupil goes to get materials
E. Pupil waits for papers to be corrected by a clerk
F. Pupil talks to other pupils
G. Pupil leaves room to get material
H. Miscellaneous

IV. Pupil-Pupil Activity

A. Pupil asks assistance from another pupil
B. Pupil receives assistance from another pupil

V. Group Activity

A. Pupil contributes to a group discussion
B. Pupil takes a group test under supervision
C. Pupil answers a question directed to him
D. Pupil asks a question
E. Pupil listens to a teacher lecture or demonstrate
F. Pupil watches a film with the group
G. Pupil listens to records with the group
H. Pupil watches a performance with the group
I. Miscellaneous

## IPI Student Observational Form

The Student Observational Form has been designed to record the relative amount of time that pupils are involved in specific types of activities in an Individually Prescribed Instruction (IPI) classroom. Such information is useful for describing what takes place in any classroom and for making comparsions between grades, subjects or schools (e.g., at experimental or dissemination sites). The principle use of the instrument has been in assessing the implementation and operation of an IPI program.

The observation schedule is divided into five major pupil activity areas including; Independent Work, Teacher-Pupil Work, Non-Instructional Use of Pupil Time, Pupil-Pupil Activity, and Group Activity. Specific activities which comprise these major areas appear on the form. During a two-minute observation interval the specific activity which characterizes each student's behavior is recorded. Tallies for this interval therefore would tell how many students were taking part in each activity at this given time. After ten such two-minute intervals it is then possible to tabulate the number of students involved in a particular activity during that 20-minute period. These frequency scores for each individual activity can be converted to relative percents to provide a measure of what percent of students are typically involved with each activity.

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# Manual for IPI Student Observational Form

The purpose of the IPI Student Observational Form is to provide a relatively objective description of the amount of time that pupils in IPI classes spend in various types of activities. As such, it can be used to help determine the extent to which an IPI classroom is actually operating under the desired procedures.

If individualization of instruction, the overall objective of IPI, is to be achieved, the following conditions should be met in the classroom:

1. The pupil spends a major portion of his time studying independently,
2. The assigned study materials are adapted to the pupil's capabilities and interests to such an extent that they hold his attention,
3. A sufficient variety of study materials and activities are available so that pupils can be engaged in different activities in accordance with their needs,
4. Opportunities are available for frequent individual interaction between pupil and teacher and pupil and pupil.

The Student Observational Form provides information concerning the extent to which these and other related operational objectives are being realized. A supervisor can use such information in discussing classroom practices with teachers and teacher aides in order to modify procedures so that they are more in line with what is required under IPI. Persons responsible for the dissemination

of the program can use these data as one indication of the extent to which dissemination is taking place in an effective manner.

A. Observational Procedure

The use of the observation schedule involves a relatively simple procedure; it can be employed in a valid manner by any educator after a minimum amount of orientation and practice.

In using the schedule, the observer first should familiarize himself thoroughly with the major categories, their accompanying sub-categories, and their approximate positions on the schedule. When he begins to observe, this familiarity will then permit accurate and rapid tallying. On entering the classroom, the observer should first allow five minutes to elapse before starting to record his observations. This period is useful for orienting himself to the classroom and to the types of materials being employed and for letting the students become accustomed to his presence. While it is desirable that actual observations be recorded while the observer is standing in the rear of the room, it may be necessary for him to walk around the room during this preliminary period so that he can more easily identify differences in the specific materials with which students will be working.

Observations are recorded in terms of two-minute time intervals. For example, if the observation period were to start at ten minutes past the hour, the observer, starting exactly at that time, would make a tally for each pupil after the proper activity. This results in a record of the number of pupils engaged in each activity. This tallying should be completed as quickly as possible and must be finished within two minutes (by 12 minutes past the hour), when the second recording interval begins. This means that each column of the

schedule tells how many students were involved in each activity in a given two-minute interval. After such recordings have been made for some specified length of time, such as 20 minutes or 10 two-minute intervals, the numbers for each activity are summed and changed to a per cent of the grand total. These per cents show that during the 30-minute time period a given per cent of students were, on the average, engaged in each specific type of activity.

An example of how the tallying is done is shown in Table 1, which is a copy of the Observational Form. The entire 20-minute observation period has been divided into 10 two-minute intervals, represented by the numbered columns. The horizontal lines serve to separate the activities; each resulting block will then contain the number of students engaged in one activity for a given two-minute interval.

The first column contains a total of 25 tallies, each of which should indicate the activity of one pupil in a 25-member class. During this first interval (corresponding to the first column), the observer focused on each pupil just long enough to note his activity (which should be included among the activities listed on the form) and enter a tally in the appropriate box. Eleven different activities comprise this total in column 1, with the activity designated Independent Work on a Work Sheet accounting for five of the 25 tallies.

In column 2, eleven activities once again comprise the total of 25 tallies. Again the greater number of pupils (7 out of 25) were engaged in Independent Work on a Work Sheet, with varying smaller numbers occupied in such activities as Independent Reading (2 pupils), Correcting a Test (2 pupils), Correcting a Study Exercise (2 pupils), Supplemental Reading Material (1 pupil),

etc.

B. Summarizing Results

The remaining eight columns show more or less similar distributions of activities among the students, with a sum of 25 tallies for each. With the completion of ten 2-minute observation intervals, we emerge then with a total of 250 tallies, as recorded in the lower right-hand corner of Table 1. In order to determine the percentage of the total number of tallies associated with each activity, we simply divide the total number of tallies for the row by 250, the grand total of tallies for the entire twenty minutes.

The calculation of these percentages will then allow for comparison of the distribution of pupil activities across grades, subjects, and, if IPI programs in experimental and dissemination schools are being compared, across schools. Table 2, for example, provides us with relative percentages of pupil activities in grade 2. The structure of this table allows us to compare distribution of activities in the experimental school with that in the dissemination schools, as well as to compare the activity distribution in IPI mathematics classes with that in IPI reading.

The Student Observational Form, then, is useful as a means of assessment of the operation of IPI, since it provides for evaluation of an Individually Prescribed Instruction program in terms of the particular kinds and amount of pupil activities essential to its operation.